Curriculum Map – Food Technology

What is the aim of the curriculum? How does it demonstrate ambition for students?	The aim of the Food Technology curriculum is to ensure students cook regularly, develop a wide range of practical skills, and build a secure knowledge of nutrition, food safety, and healthy eating. In line with the National Curriculum, it provides students with the opportunity to explore a broad range of food-related topics, including diet and health, food science, seasonal produce and food miles and explore different food cultures. The curriculum is designed to build confidence and independence in the kitchen so that students are able to prepare, cook, and serve food safely and competently, both in school and throughout their lives. The curriculum demonstrates ambition by setting high expectations for all learners and providing them with a solid foundation of practical skills and theoretical knowledge at Key Stage 3. Through regular cooking and exposure to a broad and challenging curriculum, students are well-prepared to confidently access the AQA GCSE Food Preparation and Nutrition course at Key Stage 4. The KS4 Food curriculum challenges students by requiring them to develop a broad and advanced skill set, both practically and theoretically. Students are expected to use a wide range of cooking methods, ingredients, and equipment to create increasingly complex dishes, while also learning to adapt and modify recipes to suit different needs and contexts. They build on their KS3 foundations to master more technical skills such as pasta and bread making, alongside developing a deeper understanding of food science, nutrition, and health. In Year 11, this knowledge is put into practice through two NEA tasks, one focused on the chemical and functional properties of food, and the other combining nutrition theory with high-level practical skills.

How does the curriculum allow time for teaching, practicing and revisiting content and for addressing gaps in student knowledge as quickly as possible?	The Food Technology curriculum is thoughtfully structured to allow time for teaching, practising, and revisiting key content and skills, ensuring that all students make consistent and meaningful progress. Practical lessons are at the heart of the curriculum, with core skills regularly revisited across all year groups to build students' competence, confidence, and independence in the kitchen. Each practical task is demonstrated by the teacher, and in Years 7 and 8 and students are provided recipes to follow for every practical. In year 7 and 8 these include picture step by steps to support students understanding. Students are formally assessed on their practical skills three times per year, with techniques and knowledge built progressively across Key Stage 3 and into Key Stage 4. Theoretical knowledge, such as nutrition, food safety, cooking methods, and food science, is taught alongside and embedded within practical work, enabling students to apply what they have learned through cooking. Regular informal assessment through questioning, observation and quizzes means gaps in both practical and theoretical understanding are identified quickly. These are addressed through student feedback and revisiting topics through practical demonstrations and starter activities. Each topic also concludes with a summative assessment to check knowledge and understanding. Key topics such as health and safety and nutrition are revisited each year and built upon to ensure students learn these key topics. This blended approach to teaching and assessment ensures that students develop a strong foundation in both theory and practice, fully preparing them for the Key Stage 4 AQA Food Preparation and Nutrition course. The AQA GCSE Food Preparation and Nutrition course builds on the practical skills and theoretical knowledge gained at Key Stage 3 by deepening students' understanding of nutrition, food science, safety, and cooking techniques. At GCSE level, students explore more complex concepts such as micronutrients, the science behind ingredient functionality, and the environmental impact of food choices. Misconceptions are addressed through a carefully sequenced curriculum that revisits key topics regularly, using retrieval tasks, quizzes, and structured questioning. Progress folders are used to track understanding, record assessed work and feedback, and also student reflections that help identify and correct errors over time. Homework tasks are used to consolidate classroom learning and prepare students for assessments, while PPEs provide opportunities to apply knowledge under exam conditions, highlight gaps, and inform future teaching.

How is the curriculum designed to build students' knowledge and skills cumulatively? How does it pave the way for future learning?	The Food Technology curriculum is carefully sequenced to build students' knowledge and skills cumulatively across Key Stage 3, laying a strong foundation for Key Stage 4 and beyond. Each year builds on the last, beginning in Year 7 with basic food hygiene, kitchen safety, and fundamental practical techniques, such as using equipment safely and preparing simple dishes. In Years 8 and 9, students revisit and refine these core skills while learning more complex methods, food science principles, and nutritional knowledge. Key concepts—such as the Eatwell Guide, cooking methods, food provenance, and seasonal ingredients—are revisited regularly and applied in increasingly challenging contexts, both theoretically and practically. This allows students to make secure links between practical tasks and theoretical content, ensuring deeper understanding and long-term retention. By gradually increasing the complexity of skills and knowledge, the curriculum prepares students to confidently access the AQA GCSE Food Preparation and Nutrition course in Key Stage 4. The foundations laid in Key Stage 3 enable students to approach more advanced content—such as food science investigations, detailed nutritional analysis, and high-level practical skills—with confidence, setting them up for success in both the qualification and in developing essential life skills for the future. In Year 10, the focus is on building the essential nutritional knowledge and food science understanding that underpins the NEA tasks in Year 11. Students explore key concepts such as macronutrients, micronutrients, dietary needs, and the functional properties of ingredients, which form the foundation for both the food investigation and preparation tasks. This year also provides time to develop practical skills, improve accuracy, and build confidence, ensuring students are well-prepared to apply their learning independently in Year 11. Year 11, students use their knowledge of food science to complete their first NEA, a Food Investigate Task. This is followed by using their knowledge of nutrition and health, combined with their practical skills to complete their second NEA, the Food preparation Task. Finally, students complete a written exam. **NEA 1 – Food Investigation Task** — Scientific investigation into ingredients and their properties — Practical science, documentation, critical thinking — NEA (15%) – Internal **NEA 2 – Food Preparation Task** — Planning, preparing, cooking and presenting a menu based on a brief — Time management, cooking skills, sensory analysis, evaluation — NEA (35%) – Internal **Written Exam** — Covers all theoretical content (1 hour 45 minutes), multiple-choice and extended responses — Retrieval, explanation, application, analysis — Exam (50%) – External
How does the curriculum highlight progression routes for the	Students develop transferable skills—such as teamwork, organisation, time management, and problem-solving—that are valuable in many employment settings. As part of ongoing curriculum development and in line with Gatsby Benchmark 4, explicit references to careers are embedded within lessons and students learn about pathways in areas such as hospitality, nutrition, and food science. This will help students better understand how the knowledge and skills they are gaining in Food Technology can lead to future study or careers in the food sector.

subject and future career paths (Gatsby Benchmark 4)	

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7	Health and Safety	Health and safety and bacteria growth	Nutrition – macro nutrients	Nutrition – macro nutrients	The Eatwell Guide and energy	Healthy Eating
	8	Health and safety Macro nutrients	Macro nutrients	The Eatwell Guide Dietary Related Health problems	Food miles	Food miles Food provenance	Food Packaging
	9	Health and Safety Nutrition	Nutrition	The Eatwell Guide Energy	Dietary related health problems	Factors that affect food choice	Factors that affect food choice
	10	<u>Nutrition and health</u> The Eatwell guide Macro nutrients Micro nutrients	<u>Nutrition and health</u> Nutritional requirements for different groups of people Energy needs Dietary related health problems Mock NEA coursework	<u>Food Science</u> Why foods are cooked Heat transfer Cooking methods	<u>Food Science</u> Changing properties – carbohydrates, fats and protein Raising agents	<u>Health and Safety</u> Food spoilage Storing food safely Preparing food safely Food poisoning and pathogenic bacteria Uses of micro-organisms	<u>Food Choice</u> Factors that affect food choice <u>Food Provenance</u> Grown, reared, caught manufactured Primary and secondary processing Carbon footprint and food miles Food fortification Genetically modified
	11	NEA1 – worth 15% of students' overall grade. A Food Science piece of work based on one of 3 themes provided by AQA on Sept 1st.	NEA2 – worth 35% of students' overall grade. Based on Nutrition and health using oe of the 3 themes provided by AQA on Nov 1st. Researching and making technical skills dishes.	NEA2 – continue researching and demonstrating technical skills.	NEA2 – Final 3 dishes completed.	Submission of NEA (early May) Revision of all topics ahead of June exam.	
What key threshold concepts /core skills / themes are covered	7	How to prepare, cook and store food safely Introduction to knife skills	Key temperatures for bacteria growth Introduction to the hob and oven	Introduction to the three macro nutrients – protein carbohydrates and fats. Students learn the function and	Continued macro nutrient study. Written assessment. Tomato pasta sauce practical assessment.	Introduction to calories, and energy, the Eatwell guide and how to make healthy choices.	Understand healthy earing guidelines, food labels and how to interpret packaging.

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
each half term?			Health and safety written assessment. Pizza Toast Practical assessment.	sources of each nutrient.			Cookies practical assessment.
	8	How to prepare, cook and store food safely. Refresh on kitchen routines and hygiene. Recap of healthy eating guidelines.	Deeper understanding of macro nutrients, including the types. Written assessment. Marble cake practical assessment.	Understanding the different dietary related health problems (obesity, CHD and diabetes), their causes and health problems.	Understanding the Eatwell Guide and how to make healthy choices. Tomato and basil quiche practical assessment	Explore seasonal produce, food miles and food provenance. Consider the carbon footprint of food choices.	Learn about food packaging, sustainability and reducing food waste. Jambalaya practical assessment.
	9	Re-visit key health and safety practices. Reinforce understanding of macro nutrients and 8 healthy eating guidelines.	Deepen knowledge of macro nutrients, including fibre, focusing on types, food sources and function. Macro nutrients written assessment. Shepherds pie practical assessment.	Understand the concept of energy balance. Learn the importance of energy alongside its impact on the body.	Study of causes and symptoms of dietary related health problems. Impact of poor eating habits. Written assessment based on a case study. Lasagne practical assessment.	Explore social, ethical and economic influences on food choice. Introduce food marketing.	Understand how culture, religion, cost and availability influence food choice. Apply knowledge to festival dish planning task. Practical skills assessment.
	10	Evaluate the Eatwell guide, identify macro and micro nutrient functions.	Explore the specific nutritional needs across life stages. Analyse energy needs to identify links to diet related health problems.	Develop investigation skills for NEA. Learn about food science principles and cooking methods.	Understand functional and chemical properties of ingredients. Explore how foods change during cooking.	Understand good spoilage and contamination. Learn correct storage practices. Understand pathogenic bacteria prevention. Discuss uses of microorganisms in food.	Evaluate factors influencing food choice. Explore food processing and sustainability. Study GM foods and food fortification.
	11	**NEA 1** -Develop and apply food science knowledge. Test hypotheses and write up investigations. **Submit NEA1.**	**NEA2** - Research plan and carry out practical's linked to NEA2 theme. Practice technical skills.	Continue technical skills development. Evaluate dishes. Plan final 3 dishes, justify choices and write a dove tailed time plan.	Students complete final 3 dishes. Analyse and evaluate final dishes.	**Submit NEA2.** Begin structured revision using retrieval practice, quizzes and past papers.	**Late June External Exam.**